

The role of the line-manager in designing jobs for self-managing teams in the healthcare sector

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ABSTRACT,

Fundamental changes are happening in the Dutch healthcare sector concerning the way employees are managed. Self-managing teams are implemented to achieve the adaptive flexible responses necessary in today's environment. Questions arise whether, and to what extent external leadership is still needed when implementing self-managing teams. The objective of this research was to identify the role of the line manager in designing jobs for self-managing teams. The purpose is to contribute to existing literature about the job design for self-managing teams and the form of leadership that is needed, and the results can help to comprehend the appropriate role of leadership needed to establish an efficient self-managing team. The research was conducted at a Dutch health care organization working in the field of living, nursing, and caring. Research was conducted in the form of a case study, where semi-structured interviews were conducted with 5 employees working in different self-managing teams. Secondary data was analyzed containing interviews with the line managers supervising these self-managing teams. The findings indicate that the main role of the line manager should be facilitative, but occasionally an authoritative style is needed depending on the situation and the team. Moreover, employees are positive towards self-managing teams as long as boundaries and guidelines are clear and well communicated. This research produces support that external leadership is still needed depending on the development and efficiency of the self-managing team. The line manager should engage in giving feedback, boundaries and guidelines for the team to operate in an efficient manner.

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Keywords

Human Resource Management, self-managing teams, line manager, healthcare, job design, job characteristics

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1. INTRODUCTION

Healthcare organizations are traditionally very hierarchically organized, however in the Dutch healthcare sector fundamental changes are happening concerning the ways in which employees are managed. It is becoming more demand-driven and has to be customized to the wishes of the clients (Rijckmans, Garretsen, Goor & Bongers, 2006). Demands are rising, with clients wanting higher quality, shorter waiting time, and more diverse care (Almekinders, 2006). For an organization to cope with these changes, organizations consider to transform from a hierarchical and bureaucratic organization to a more flexible and decentralized organization. Aiming to achieve decentralization, self-managing teams can be implemented (Molleman, Nauta & Jehn, 2004).

Self-managing teams are used by many organizations to achieve the adaptive and flexible responses necessary in today's environment (Maynard, Gilson & Mathieu, 2012). Empowering teams involves transferring traditional leadership responsibilities to team members. Self-managing teams have the responsibility to organize, control, staff, and monitor themselves, assign member jobs, plan and schedule work, make task-related decisions and remedy customer, team, and quality-related problems (Wellins et al., 1990). Self-managing teams can bring many benefits including increased productivity, work quality, customer satisfaction, process improvement, safety, and performance (Maynard, Gilson et al., 2012; Maynard, Mathieu et al., 2012).

Questions arise whether, or to what extent external leadership is still really necessary when implementing self-managing teams. But in fact, numerous studies indicate that external leadership is essential to successful self-managing teams (e.g., Druskat & Wheeler, 2003; Kirkman & Rosen, 1999; Manz & Sims, 1987; Maynard, Mathieu & Gilson, 2012). External leadership for empowered teams focuses on cultivating team members' collective belief that they have the authority to control their work environment and that they are responsible for their team's functioning (Mathieu, Gilson & Ruddy, 2006, p. 98). Consequently, according to Manz & Sims, "the role of leadership becomes facilitative and aimed at developing the team's motivation and capability to assume leadership functions and, eventually, its ability to lead itself" (Manz & Sims, 1987, p. 6). Despite self-managing teams being largely self-managed, team leadership still plays an important, although different, role in their effectiveness (Kirkman & Rosen, 1999; Jung & Sosik, 2002). According to Druskat & Wheeler (2003) leading self-managing teams requires that leaders move away from day-to-day operations and instead focus on team-oriented behaviors that highlight building teamwork skills, acquiring resources, and task facilitation, in order to help the team develop self-management skills. Difficulties related to leadership are commonplace with implementing self-managing teams. Leaders can regard their position as unnecessary (Antonakis & Atwater, 2002) and leaders can hold back from engaging with their teams because they fear that direct involvement may be received as intrusive (Drach-Zahavy, 2004). Moreover Wageman (2001) argues that self-managing teams could have full decision authority or self-managing teams do not have the authority to set or alter purposes, structures or organizational contexts. The former needs the type of leader activity that establishes those features in a way that fosters self-management. The latter is more in need of hands-on coaching leader activity that is focused on helping the team manage itself.

Such findings raise questions about whether self-managing teams really need external leadership or are more in need of a

team coach, who guides or facilitates the team but is not involved in the executive work of the team.

Numerous researches concluded that attempts to create self-managing teams have mostly resulted in poor performance, avoidance of decision-making and effective teamwork (Cohen & Ledford, 1994; Cummings & Griggs, 1977; Hackman, 1998). As cited by Hut & Molleman (1998), in Wageman (2001), these difficulties have been attributed to deficits in the motivation and ability of managers to create the conditions, like self believe, that cultivate self-management, and members of the team were resistant in taking on self-management. Implementing self-managing teams encourages employees to develop and exercise their creativity. There is no authority figure that tells them what to do, which enables employees to enjoy their newfound power. Employees need to determine how to do their job and when they want to do it (Banner, Kulisch & Peery, 1992). Consequently the job has to give them the opportunity to flourish and reap the benefits of this 'freedom'. When their jobs are not well designed, how can they suddenly cope with the freedom and authority they receive? Furthermore, how should self-managing teams be designed for employees to be able to flourish and achieve intended results? According to the research of Wageman (1997), the quality of the teams design has a larger effect on its level of self-management than coaching. A well-designed team shows far more powerful signs of self-management than poorly designed teams. Still high-quality coaching influences the degree of a team's self-management but to a much smaller degree. Job design is a core function of human resource management and has been defined as, "specification of the contents, methods, and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the jobholder" (Buchanan, 1979).

The job characteristics theory describes the relationship between job characteristics and individual responses to work (Hackman & Oldham, 1980). According to the job characteristics model, the task itself is key to employee motivation. A challenging job enhances motivation where variety, autonomy and decision authority are three ways of adding challenge to a job (Hackman & Oldham, 1980).

This research aims at finding the role the line manager plays in the job design for self-managing teams in the healthcare sector. The research question is thus 'What is the role of the line-manager in designing jobs for self-managing teams, in the healthcare sector?' Answering this question can aid in the understanding of the role the line manager has in self-managing teams, since there is still little known in current research and literature. Thus, this research will draw on and contribute to scholarly literatures that examine the job design of self-managing teams and the form of leadership needed. The results of this study can help to comprehend the appropriate role of leadership needed for establishing an efficient self-managing team, in the healthcare sector.

2. LITERATURE REVIEW

For a self-managing team to be effective it has to grow moderately towards self-management (Wageman, 2001) and the environment has to support the processes needed for self-management (Van der Vegt et al., 2010). A necessary factor is that organizational structure is aligned with the team structure (Tata & Prasad, 2004) and a supportive organizational environment is essential to reach this (Wageman, 2001). It is important for the organization to decide on the degree to which it wants to implement self-managing teams and also on to what

degree management decisions will transfer to the self-managing teams (Smets, 2014).

Wageman (2001) researched the effects of two kinds of leader behaviors namely design choices and hands-on coaching. Research shows that the way leaders design their teams and the quality of their coaching both influence the quality of self-managing teams, employee satisfaction, and member relationships.

Design choices. When a leader designs a team, he or she always uses a framework, or model, that guides in how the team should be set up and what organizational resources and support should be provided. This model can be explicit and its implementation deliberate, but it can also be implicit and its implementation rather mindless. The leader can be proactive, having to exercise influence with senior managers due to a lack of authority but the leader can also accept the existing organizational conventions and arrangements. This type of leadership is used when self-managing teams lack the authority to set or alter purposes, structures, or organizational contexts.

Hands-on Coaching. Coaching refers to direct interactions with the team that is intended to shape team processes to produce good performance (Wageman, 2001). The leader's coaching can directly affect team members' involvement with the task, their ability to cope with interpersonal problems that may affect the progress, and the degree to which individuals accept collective responsibility for their performances. According to Wageman (2001) coaching alone (without reference to quality of team design) may make little or even negative difference on the actual team performance. Hackman (1987) suggested that the leader's influence comes from their specific design choices, where their coaching can make small adjustments in a determined trajectory.

Hackman (1987) established four general functions that need to be accomplished whenever work is performed in a purposive organization. First, an individual or group must actually execute the work. Second, an individual or group must manage and monitor work processes, initiating procedure and changes as required. Third, an individual or group must structure the performing unit and its context, setting up the task of the group, managing it, and arranging organizational resources and supports. And last, an individual or group must specify the objectives and/or goals that need to be achieved. According to Wageman's (2001) research states that every self-managing team has authority and accountability for the first two functions – managing and executing the work- however not every team has the authority to set purposes and structures.

Hackman (1986) argued that teams differ in level of self-management based upon three behavioral indicators. 1) The degree to which team members take joint responsibility for their final product or service, 2) the degree to which the team monitors its own performance and 3) the degree to which the team manages its own performance, discuss work strategies, seeks feedback and when needed, make alterations (Wageman, 2001). This means that teams with low levels of self-management take little responsibility, have a low level of monitoring and decision-making authority and a low level of managing performance. This results in the need for a manager who guides the team and remains in control (Tata & Prasad, 2004). On the other hand, teams with high levels of self-management score significantly higher on the earlier mentioned aspects, which is more in need of a supporting role from the manager.

2.1 Job design

Frederick Herzberg introduced a revolutionary approach to job design in the 1960's. He believed that in order to motivate employees to do a proper job, jobs should be enriched rather than simplified (Herzberg, 1976). Factors like responsibility, achievement, advancement, recognition, and growth in competence are keystones on which he builds his approach. Herzberg's work spawned a large number of job enrichments projects, in specific Hackman & Oldham's Job Characteristics Theory (JCT; Hackman & Oldham, 1980).

The JCT was built upon research on job characteristics carried out by Turner and Lawrence (1965). Some of the job attributes, such as the amount of variety and autonomy jobs provided, appeared to also contribute to internal motivation (Hackman & Oldham, 2010). The theory was created in 1975 and updated several times. Their theory is used in this research in order to grasp the right job design for self-managing teams.

Hackman & Oldham settled on five "core" job characteristics:

- Skills variety (i.e., the degree to which the job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person).
- Task identity (i.e., the degree to which the job requires doing a whole and identifiable piece of work from the beginning to the end).
- Task significance (i.e., the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or the world at large).
- Autonomy (i.e., the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out).
- Job-based feedback (i.e., the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance).

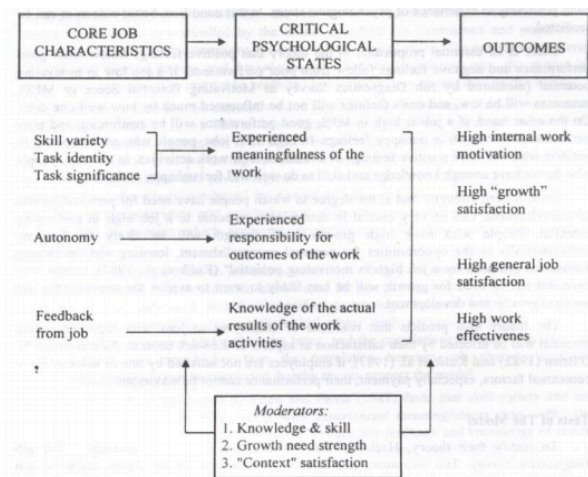


Figure 1. The job characteristics model (Hackman & Oldham, 1980)

The first three of the above mentioned characteristics contribute to the experienced meaningfulness of work. Autonomy

contributes to the responsibility for a jobholders work outcomes. And feedback, of course, provides direct knowledge of the results of the work (Hackman & Oldham, 1980). When these psychological states are present – that is, when jobholders experience the work as meaningful, feel personally responsible for outcomes, and have knowledge of the their results – they should develop an intrinsic motivation to perform well. Job enrichment and job rotation are two ways of adding variety and challenge. In turn these psychological states influence work outcomes like job satisfaction, absenteeism, work motivation, work effectiveness and the quality of work performance. However, they noted that not everyone responds positively to large, challenging jobs. Following up, they incorporated two individual differences into the model. Growths need strength (i.e., the degree to which an individual values opportunities for personal growth and development at work) and job-relevant knowledge and skill (Hackman & Oldham, 2010).

Also a set of instruments was developed in 1975, including the Job Diagnostic Survey (JDS) and the Job Rating Form (JRF) to assess job characteristics and jobholder’s response.

Over the past two decades the job characteristics model inspired many empirical research and two main conclusions are drawn. First, the effects of the five job characteristics on satisfaction and motivation have been supported, but less for the behavioral aspects like turnover, work performance and absence (Parker et al., 2001). Second, the links between job characteristics and the psychological states have not been confirmed yet and it has not always been found that the job characteristics are separable aspects of jobs (Parker et al., 2001; Humphey, Nahrang & Morgeson, 2007). The general message from Parker et al. (2001) is that the limited span of job characteristics addressed by traditional theory is inadequate to grasp the important aspects of modern work. Thus, they created an elaborated model of work design that tries to help us understand developments in current forms of work (see figure 2). This model differentiates between five categories, namely antecedents, work characteristics, outcomes, mechanisms and contingencies.

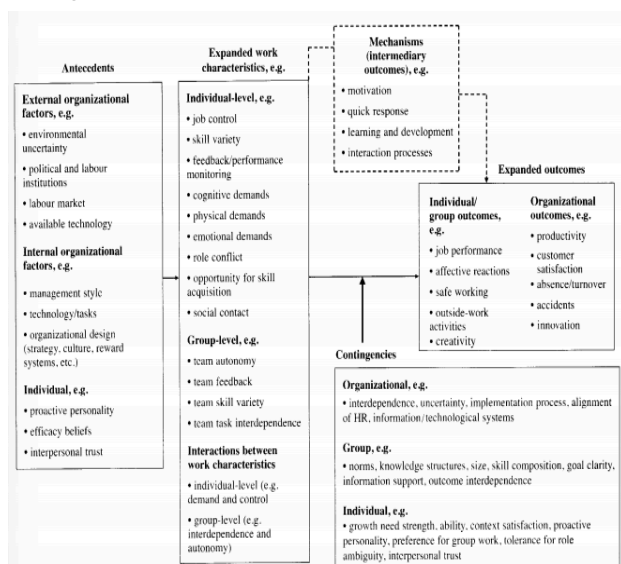


Figure 2. Elaborated model of work design (Parker et al., 2001)

Antecedents. Work design theory has been criticized many times for not taking in factors that influence and restrict the choice of work design. Including antecedents in the work design theory is important because it enables us to better understand the different types of work design that can be found

in various settings and how changes in modern organizations impact work design. Another contribution of antecedents is that work design can be seen as the connection between organizational initiatives and outcomes like performance. Finally, antecedents also take individual factors into consideration, because it can be assumed that employees form their work characteristics to match their abilities or personalities.

Work characteristics. The traditional work characteristics still remain highly relevant today; only they do not cover all the aspects of work design in modern context. For example, the opportunity for skill acquisition is becoming more important because employees change jobs frequently nowadays. Moreover the emotional demand of work is becoming more important which requires the employee to manage their emotional expression, such as being friendly towards customers. It is possible that when employees are provided with more autonomy, the negative effects of these emotional demands will decrease. More importantly is the group-level characteristic, which not only focuses on the team autonomy, but also on team composition, group norms, interdependence and shared knowledge structures.

Outcomes. Just like with the work characteristics, the traditional outcomes are also being criticized for being too limited. However, research of the last decade began to focus more on contextual performance or proactive performance, which are not yet incorporated into work design research. Also the influence of work design on employee learning received more attention because creativity and transfer of knowledge are important aspects in today’s innovation era.

Mechanisms. This category helps us understand how characteristics influence job outcomes. Quick response involves giving employees responsibility for a certain task that is otherwise done by support staff, which enables and motivates them to deal with disruptive events, which increases performance outcomes. Work design does not only allow employees to apply knowledge, but it also enhances employee learning and development, for example enhanced autonomy can stimulate cognitive development. Moreover, autonomous group members can learn from each other and because they receive more responsibility and therefore need to extend their external communication towards for example other departments, they are able to gain a better understanding of the whole work process.

Contingencies. Contingencies affect the link between work characteristic and outcomes. For example when there is a high uncertainty in a job, the need for devolving decision-making to employees becomes greater, like with self-managing teams. Because organizations face greater uncertainty nowadays, operational uncertainty can be a factor that is leading to a greater introduction to autonomous forms of work design (Parker et al., 2001).

3. METHODOLOGY

For this research a case study was chosen. Given that this is an explorative study, the role of the line manager in the job design of self-managing teams is a research which has not been studied more clearly yet, a case study is particular suitable. In order to draw assumptions about the role of the line manager, these must be discovered by asking respondents about their underlying values, beliefs, and motivation about the functioning of self-managing teams and the role that is left for the line manager. A qualitative case study can aid in explaining the employees needs, environment and context to be able to draw conclusions

about the implementation of self-managing teams, because qualitative research entails direct observations in natural field settings (Dooley, 2007). Semi-structured interviews were chosen as a data collection method for this research. The reason for choosing this method was because it provides a clear guideline to follow and can provide reliable, comparable qualitative data (Cohen & Crabtree, 2006). Also there will be only one chance to interview a respondent. The interviews will be held face-to-face in order to make it more personal and collect the richest data. The goal of the semi-structured interviews was thus to understand the scope of the implementation of self-managing teams and the influence from leadership on these implementations.

3.1 Sample

The organization under research is Livio, which is located in Enschede, the Netherlands. It is an organization working in the field of living, nursing and caring which has roughly 2500 employees and about 60-80 teams. The focus lies on the self-managing teams that consist of about 12 to 15 employees. Livio provided as a good case for this research, because implementation of the self-managing teams was rather new. Consequently, they were still looking for the best way to coach and design these teams. On average, one line manager supervises 5 self-managing teams. Secondary data was used, consisting of interviews executed with the line managers. Secondary data was drawn from interviews with 2 line managers, and 5 employees supervised by these line managers were interviewed to gather a representative sample. Both employees that have experience with self-managing teams as without, and employees that only have experience in self-managing teams are interviewed. Also there has been distinguished between employees with many years of experience and employees with little working experience. Consequently this gave a realistic representation of a self-managing team.

3.2 Reliability/Validity

To ensure the trustworthiness of the findings, several factors influencing the reliability and validity of the research have been accounted for. Engagement with other researcher has taken place to reduce research bias, including peer junior researchers. Biases in sampling were acknowledged to ensure sufficient depth and relevance of data collection and analysis. Also respondent validation has been accounted for, where participants were invited to comment on the interview transcript and whether the final themes adequately reflect reality. Finally a clear decision trail was demonstrated to ensure interpretations of data were consistent and transparent.

3.3 Data Collection

Numerous documents about job design, self-managing teams and leadership were analyzed to understand the role of leadership in these self-managing teams. This provided a framework to analyze in which way the job is designed for self-managing teams. Secondary data involving interviews with the line managers was used to grasp the role of leadership influencing these teams. The interviews were semi-structured and questions during the interview were adapted to reckon for aspects that the individual considered important. This method contributed in creating a better understanding of the research question (Miles & Gilbert, 2005). The goal of the interviews was to gain an understanding in what role the line manager

plays in self-managing teams and how the team, as well the line manager self, itself perceives this degree of self-management and the role of their line manager. Interview techniques were altered to achieve consistency and diversity, for example by making use of cross-references from earlier interviews. The constructs that were researched are job design and leadership.

For job design several aspects were adopted in the interviews. Questions were asked about the work characteristic on an individual and group level. Also internal- and individual factors were accounted for, as were the mechanism that could mediate the outcomes. Furthermore questions were asked about how the employees perceive the degree of self-management and which positive and/or negative effects they encountered. More important was their opinion about the degree in which the line manager was involved in their work, and whether this was sufficient or too much. This information was combined with the interviews conducted with the line managers to reveal similarities and/or differences.

3.4 Data Analysis

Interviews will be taped with the permission of the respondents to allow the researcher to focus more on the conversation than on transcribing instantly. Transcripts of the interviews will be made and send to the respondents, for them to assess whether the transcript is a fair representation. The data will be grouped and analyzed for similarities and differences (Babbie, 2010). Coding was used for analyzing the transcripts of the interviews conducted with the employees in self-managing teams. Relevant words, phrases, sentences and sections were labeled and categorized. For example, two main themes were established namely; the line manager and job characteristics. The theme line manager was then subdivided in 5 categories: skill variety, task identity, task significance, autonomy, and feedback. The theme line manager was divided into two categories: the perceived situation by the employees and the desired situation by the employees. The corresponding quotes were assigned to the categories. The employees were labeled with codes, for example employee 1 is EM1. Secondary data from another research was used to analyze the line manager's point of view. See table 1 for the information about the interview participants.

Respondent Code	Age	Function	Team	Location	Duration Interview
EM1	42	Nurse	Team A	De Hatteler(Enschede)	80 minutes
EM2	39	Nurse	Team B	De Hatteler(Enschede)	69 minutes
EM3	37	Caretaker	Team C	Het Wiedenbroek(Haaksbergen)	40 minutes
EM4	25	Caretaker	Team D	De Meergaarden(Eibergen)	50 minutes
EM5	53	Caretaker	Team E	De Meergaarden(Eibergen)	49 minutes

Table 1. Interview participants

4. FINDINGS

Self-managing teams, or as Livio names it “Professioneel organiseren”, were implemented roughly 3 years ago. The organization is still in the process of perfecting the transition. This section summarizes the key findings of the interviews carried out at Livio and reflects the opinion of employees on operating in self-managing teams. First the perspective of the line manager is discussed; second, the opinion of the employees on the role of the line manager, divided in the perceived situation and the desired situation. And last, the opinion of the employees on the current job design is discussed.

4.1 The role of the line manager

4.1.1 The line managers

It seems that the line managers struggled with the transition, not knowing their exact role and missing guidelines. Since the shift from a traditional manager to a coach manager, line manager 1 believes the job became more facilitating. Line manager 2 is a bit confused about the exact role of a coach manager. Believing that it consists of an advisory role and signaling important issues in the teams. But the role shifts from manager to coach often, depending on what the teams need.

“Well, I see my task really as facilitating, to ensure that the teams can do their job properly, and that can include a wide range of tasks. For example personnel related tasks, recruitment, the performance of employees, district related issues, communication with the municipality and so on.” (CM1) Line manager 2 adds: *“I was hired as a team manager, back then I was really in charge. Then suddenly I became a coach and 1,5 year ago I had to act as a manager again. Shoot me, now nobody knows what our role is anymore.” (CM2)*

Being more of a coach than a manager. Sometimes it is still needed to set an important deadline, but most of the time the only managerial aspect is dealing with side issues that the teams have no authority for. Line manager 1 believes that the strength of self-management lays within the team self. Every team has different strengths and weaknesses and it's the line manager's job to aid where necessary and provide guidance. The line manager states

“I believe, as a coach manager, that you have to be involved in the workplace. If you want to hear and feel things you have to be involved with the teams. You cannot expect a team reaching out to you for help. You have to take notice of the problem, engage in a conversation, and eventually you will figure out that they need help. But a connection with the team is necessary.” (CM1)

In the opinion of line manager 1 self-managing teams can be a success, believing that the teams have enough knowledge and experience to perform. However, a condition is that the teams are facilitated where needed and provided with the right resources. They cannot expect that the teams suddenly can allocate working hours efficiently, when they are not clearly instructed. The line manager believes that there is room for improvement in providing resources to the team. Line manager 2 adds that the organization often gives a green light to teams and then calls them back when things get, for example, too expensive. Thinking the organization has to establish and provide clear boundaries to the teams to solve this. The line manager believes that self-managing teams can succeed but that it stagnates on the facilitative aspects.

“I think that most teams are very enthusiastic and possess a high degree of creativity, but that it is not always facilitated in the right way. Then they lose this enthusiasm.” (CM2)

According to the line manager 2 there has been contact with management about how to improve the structure and the provided resources and services.

“I think the teams came relatively far, if you compare it with two years ago and where they stand now. If I look at this location, I think the teams have made a wonderful move on their own. Two years ago, I was constantly occupied with schedules, and who to call to run the shifts. Now, the teams took over this job. But, if there is an employee having trouble with the new way of working, I really have to be a manager and sit down with this person. This is not something that the team does yet.” (CM1)

The line manager thinks that is something that the team should be able to do in the future, but first the right tools have to be provided like more feedback. According to the line manager, the main thing the teams want is clarity. What are the boundaries the teams can move in between?

“On the one side the teams already move within these boundaries, but on the other side management sometimes blocks the way, and they are told that this is not something they can do. Then I wonder, you want to implement “professioneel organiseren”, but did we establish these boundaries clear enough? I believe these boundaries have to be really clear. And then you can tell the teams: these are your boundaries, within these you can operate, but you have to give them freedom. It can be demotivating if management calls you back. This is also the feedback I receive from the teams.” (CM1)

The line manager says that even they are sometimes not informed about changes in these boundaries. For the line manager it is also not clear which direction management is heading. Management wants them to be coaches, but at the moment the teams cannot perform without a manager. More transparency is needed about choices, and the line managers have to be more involved in this decision making process. The line manager noticed that there are still teams where the group dynamics do not function, resulting in absenteeism. The line manager was told that the focus was still too much focused on managing, but does not agree with that, because some employees are in real need of a manager. According to the line manager the benefit of “professioneel organiseren” is that the teams can be more innovative. There is room for their ideas and creativity.

Line manager 2 tells that the supporting services are not correlating with self-management. There are still certain, unnecessary things that coach manager have to approve. It is not possible to operate as a coach if these things have to be done. According to the line manager, there has to be a manager above the line managers and the teams who approves and controls contracts and important subjects.

4.1.2 Perceived situation by employees

Results are mixed, with employees being partly satisfied and unsatisfied about the new role of the line manager. For some teams the line manager was not there when needed, or was too busy being a coach instead of a manager. Employee 1 still feels the need for a traditional manager instead of a coach manager.

“Back in the days there was a real manager, who was in charge. If there were any problems within the team, the manager would make the call. Now I notice that several people want me to make the shots, but that it is not who I am and I refuse to do that.” (EM1)

Employee 1 misses a sense of hierarchy within the team, but also adds that the present line manager often still operates as a traditional manager instead of a coach when tough decisions have to be made, which is regarded as necessary by the employee.

“Before our present coach manager, we had one that we never saw. When we called him, he was not available or did not show up. It was truly horrible.” (EM1)

According to the employee it is not clear what the organization wants with the position of coach manager. You have to be a coach but you are still a manager, and that does not work out if it is not clear what is expected of the teams. Overall, employee 1 does not believe that the line manager influences the operationalization of the team, but thinks that this is possible if the line manager is given a certain degree of freedom.

According to employee 2 the collaboration with the line manager works out. But adds that this is because the line manager let's the team also operates outside the boundaries that the organization established.

“The organization wants a coach that operates in the background, the team members have to depend on each other. I believe that the coach manager has no freedom to operate, but ours does a lot more than she is allowed to.” (EM2)

The line manager has no influence on the way of working according to employee 2. The employee understands that the organizations is heading in this direction, and that it can benefit the team to search for solutions themselves, but thinks only having a coach is not going to work in this organization. Employee 3 is satisfied about the new role of the line manager. 9 out of 10 times the line manager is not needed in making a decision, and when help is required one phone call is enough. Employee 3 adds that the transition to coach manager is noticeable, because the coach manager wants us to create solutions.

“It took me some time to get use to the concept of coach manager, because there is no office anymore that you can just walk into and ask your question. But I regard this as positive because you are learning to think for your self and collaboration with your colleagues becomes more important, which strengthen relationships. However, contacts with the organization became more cold, it does not feel like a family anymore.” (EM3)

According to employee 4, the line manager fulfilled her role perfect.

“I think she did a great job. Actually, we as a team are not often in need of a coach manager. And if we are, she is always there. In the time of chaos during the transition, the coach manager attended every meeting and guided us through the process. She played an excellent role. She also gives us feedback, positive as well as negative which means a lot to our team.”(EM4) Employee 5 adds, *“The coach gives us all the freedom to operate necessary, but when we need her, she is there. She often tells us that she is proud of the work we achieve and that stimulates us*

as a team. And if something is wrong, we also get to hear. We do not miss a traditional manager; a coach is fine for our team. But I believe that this is possible because our team is very good.” (EM5)

4.1.3 Desired situation by employees

The main opinion for improving the situation is that there should be clear boundaries and more guidelines, while missing support and communication. For self-managing teams to work, employee 1 thinks that the organization should provide a better explanation and support.

“It is a slow process. I think something has to change like providing a better explanation and support. Especially in the teams, so that you can feel supported whatever your function is. And the rules and objectives are clear to everyone.” (EM1) Adding: *“If the coach manager would have freedom to operate, things would be much better right now.” (EM1)*

Referring to the present line manager, the employee thinks that the line manager is more of a manager and a coach. And that is precisely needed. Finding it strange that the employees are not involved in the decision-making process, because that is not something that management can do alone. The opinion of Employee 2 is related, believing that you cannot always be only a coach.

“A moment will come that the teams cannot find a solution themselves, and that is the moment the coach manager has to take action. Attending a meeting to apply structure and guidance. The organization is still in transition from traditional teams to self-managing teams and for that we need a real manager, someone who guides the process.” (EM2) The employee adds: *“The coach manager was not there when the transition took place. We were just provided with some information via email, and that's it.” (EM2)*

Employee 3 expects the line manager to be there when the team cannot solve a certain problem. Feeling the need for more guidelines, clear boundaries and rules in which to operate regarding certain new aspects that were added to the task list. Saying the manager did not have those answers either.

“I asked my coach the other day, but she did not have the answers. We need clear boundaries and rules in which we can operate regarding planning, recruitment, personnel administration and financials.” (EM3)

Employees 4 and 5 are satisfied with the current situation regarding the line manager. The line manager was and is always there when needed, but they operate in a strong team, thus they learned to operate almost independently. Both also being satisfied with the feedback they receive from the manager.

4.2 Job characteristics

4.2.1 Skill variety

Skill variety refers to the degree to which the job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person.

Results indicate that the implementation of self-managing teams makes the job more challenging and requires a broader set of skills for carrying out the work. The perceived opinion of employee 2 is that the core elements of the job are mainly the

same everyday. But adds that the customers make the difference, every customer and interaction is different. But dislikes the fact that taking more responsibility fore mostly means an increase in deskwork.

"I think I have a very challenging job that is part of a broad occupation. What I like less is that there is such an increase in deskwork, a more even combination would be better." (EM2)

Employee 2 also adds that there is not enough time to take on every additional responsibility.

"I am a nurse. One of my tasks is making the schedule. Also recruiting new employees, but that is something I don't do so much anymore. I don't think it is my responsibility and I don't have the time." (EM2)

Employee 1 withholds a similar opinion with believing the team received too much tasks.

"We received too much tasks from the organization. But they never asked us whether it was possible for us. We are not self-managing yet." (EM1)

In contradiction to the opinion of the first two employees, employee 4 adds that working in a self-managing team relates too much more responsibility, which is perceived as a positive thing. It makes the job much more challenging. Once in the two years tasks are rotated within the team, to share experiences. According to employee 5, the transition towards self-managing teams resulted in dropping her ambition to follow an extra course.

"Two years ago I felt the need to pick up an extra course, but that feeling is gone since the implementation of self-managing teams. I can do so much different things now. I really gained more pleasure in the job." (EM5)

4.2.2 Task identity

Task identity refers to the degree to which the job requires doing a whole and identifiable piece of work from the beginning to the end.

Generally, employees draw satisfaction from costumer satisfaction and their perceived contribution to society. According to employee 1, dissatisfaction rises from the bad communication within the team. Being not sure what the personal additional value is and which role to fulfill in the team.

"I am not really sure what my role within the team is. I have my own ideas about it, but I cannot accomplish that in the team." Adding: "I have a lot of passion for my work, and in someway also for my organization, but it just does not work with my team. What I miss is to work as a team. That together we work towards a common goal. Having a meeting to start the week. I believe that would improve the team dynamic." (EM1)

Employee 2 is certainly satisfied about the work delivered, making a footnote that the transition towards self-managing teams made it a bit more difficult, but manageable. . Employee 4 has a similar opinion saying:

"I really like the job that I am doing, and that gives me satisfaction. But I think we are not capable of receiving more tasks." (EM4) Employee 3 adds: "I enjoy my work really much. I have a fun department. I consider myself lucky with my job." (EM3)

The metrics of an identifiable piece of work for employee 5 lies on the quality of the care provided.

"Quality is the most important aspect, for the clients as for the team. That is what is most satisfying." (EM5)

4.2.3 Task significance

Task significance refers to the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or the world at large.

Again, the understanding of the significance of the job is highly present, but not necessarily because of this particular organization. Healthcare is a service provided towards society.

"A lot of my time goes to visiting people that are sick or have problems, like an alcohol addiction. That is what I enjoy to do and where I get my satisfaction form." (EM1)

According to employee 1, her work outcomes contribute to the objectives of the organization. And believes the organization shares the same opinion. However, the employee is not satisfied with working in the organization.

"I want to work in an organization where I can exercise influence." (EM1)

Employee 2 is satisfied with the work that is delivered, but wished there was more time for the client, what is the most important aspect. The increase in deskwork has a negative impact on the care provided to the clients. Employee 3 perceives being valued by the team, but less by the organization.

"Within the team I feel valued, but by the organization less. I have the feeling that the organization is too big, which results in us never hearing something." (EM3)

Somewhat simpler, employee 4 said:

"I am satisfied, if the customer is." (EM4) Employee 5 adds: "We carry the responsibilities with each other. I think that is the most important. I think that we achieved, what we were supposed to achieve. And we still do." (EM5).

4.2.4 Autonomy

Autonomy refers to the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

Self-managing teams increase the degree of autonomy, giving the teams more independence and substantial freedom during work, however boundaries in which to operate are not always clear.

Employee 1 does not answer to anyone during work, only for her hours and to the customer. In contrast, employee 2 does not believe in being autonomous, and does not think this will ever happen.

"Within this organization we will never be self-managing. We can do a lot ourselves but we can never make the final call. For example: if I found a potential employee, I am allowed to invite this person. But when we get to the point about the salary and

hours, another department has to do that.” Adding: “For example: if there is a shortage in staff. Then I call the detachment office on Monday to call someone in. After that management calls me back, because it is supposed to be too expensive. And there are a lot of other examples like that, so I am not self-managing.” (EM2)

According to employee 3, the team is slowly starting to take on more and more responsibility, but still thinks that in certain decisions, like financials, management still has to make the call. In contrast to what employee 2 said, employee 3 states:

“Concerning the working hours we already have a lot of freedom. If we don’t need someone we can just cancel, and if we need someone we can make the call. I think the organization gives us freedom.” (EM3)

But employee 3 is also aware about the limitations, not thinking being able to have business conversations with for instance health insurance companies. Finally adding that the team picks up a lot of tasks, but that it depends on the kind of team. Employee 4 states:

“I am not dependent of someone, only of my colleagues. But I always have in mind that the nurse in the team is there as back up. I like that because she possesses a lot of knowledge.” (EM4)

Adding that there are certain protocols and guidelines that the team has to follow. For the remaining issues, the team makes use of a group app. Regarding the recruitment of new employees, the team has the freedom to operate. Communication and opinion sharing is done in the group’s app, only the contractual agreements are done in reflection with the line manager. The opinion of employee 5 is somehow similar:

“I am not dependent of my coach manager, and also not of my colleagues. I believe that if you do things together, there are always things that can improve. Nobody decides how I should do my work except the protocols and guidelines.” (EM5)

4.2.5 Feedback

Feedback refers to the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

The line manager plays a significant role in giving feedback as employees regard this as important. From top level there is less to no feedback, which is not perceived as necessary. According to employee 1 there is no form of feedback what so ever. And the employee is having trouble with being the only nurse in the team; without being explained what her function should be, resulting in a feeling of not being valued by the team.

“I never receive positive or negative feedback from the coach manager or from above.” Adding: “I am not sure whether management receives signals when something goes wrong, at least I don’t hear about it.” (EM1)

Employee 2 does receive feedback, but only from the line manager and colleagues, and thinks that it is not enough. You have to ask if support is needed.

“If you want to be supported you have to ask for it. For example: if I have a question, I call my coach manager and she gives me the right number. But then it is the question whether I get a response.” Adding: “I receive feedback from my coach manager and my

colleagues, not from above. We are not tested for our qualities. One time I was so sick of it that I went to someone for higher management. We had a good conversation but she said: you are supposed to be self-managing. For I said: if I were completely self-managing, you wouldn’t have a job. I wonder how self-managing I am, because there are many decisions that I cannot make.” Finally stating: “I think it would be a good thing if we received more feedback. We never hear if we did a good or bad job.” (EM2)

Employee 3 perceives the feedback as fine but thinks there could be more positive feedback once in a while, it is mostly only negative. The line manager occasionally provides positive feedback, but there is not much recognition from the organization. Employee 4 shares a similar opinion perceiving the feedback from the manager as positive, but beside there is feedback from management, only when something is not right.

“I like to receive feedback, otherwise I have to hear it after that I did something wrong.” (EM4) Employee 5 adds: “We always invite or coach manager to our team meetings, and if she is there, she is always open for feedback. We tell each other when something is not right, and that’s the way that it is supposed to be.” (EM5)

It is clearly noticeable that in the teams that are performing well, the job characteristics manifest in a higher degree. Whereas for the less performing teams this is the opposite, even resulting in job dissatisfaction and absenteeism. Results make it clear that the line manager played a significant role in the process towards self-managing teams. In the well performing teams the line manager was present during the process to guide the team and act as a manager, as well as a coach. For the less performing teams it is clear that this was partly due to the absence of the line manager. In table 2 an overview is given for the role of the line manager on the job characteristics.

Job characteristics	Role of the line manager
Skill variety	Facilitating possibilities to use and develop new skills until team is capable of doing this internally
Task identity	Clearly communicate, and adjust if necessary, with the team about their limits in order to preserve the work as whole and identifiable
Task significance	Involve the teams more with the organization to enhance the degree of task significance
Autonomy	Provide clear boundaries and guidelines in which the team can freely operate
Feedback	Engage in giving positive and negative feedback as the teams value this

Table 2. Role of the line manager on the job characteristics matrix

5. DISCUSSION

5.1 Implications

The findings in this research have proven that the job characteristics play an important role in the efficiency of self-managing teams, and that the role of the line manager should not be underestimated. The paper therefore contributes to the existing literature about self-managing teams, in the healthcare sector, and the form of leadership needed as it provides a reflection about the advantages and bottlenecks being retrieved from the interviews, held with employees working in a health care organization.

The observed teams do not have full decision authority power, not being able to make final calls about financials and employee recruitment. According to Wageman (2001), when a self-managing team does not have the authority to set or alter purposes and structures, the team is more in need of a manager than a coach. The findings of this paper can partly relate given the fact that employees are often unaware of the boundaries within they can freely operate. However, the teams that function properly perceive themselves as self-managing, while the teams that do not function, perceive themselves as the contrary of self-managing. We can partly relate because the teams that function according to the standards received the same information and boundaries, but are positive about the collaboration with a coach. Consequently, findings make it clear that the efficiency of self-managing team is highly dependent of the team's composition, taking shared responsibility, communication, and collaboration. The teams that are not functioning as wished upon are lacking these aspects. Therefore in the light of prior studies this can relate to the study of Hackman (1986). For the less functioning teams a manager, rather than a coach, is required to get the team back on track. Findings show that one of the bottlenecks was the absence of proper guidance during the transition towards self-managing teams. The shift from manager to coach manager happened too quickly in some cases.

What became utterly clear is that the interviewees perceive the communication and facilitation concerning the implementation of self-managing teams as unclear. There is a lack of guidelines and boundaries, partly due to the absence of a decent communication from top-down. We therefore can align our findings with those derived from Tata & Prasad (2004) and Wageman (2001) who respectively state that a necessary factor is that organization structure is aligned with the team structure and a supportive organizational environment is essential to reach this, for a self-managing team to be effective. The interviewed line managers could also relate, sharing the opinion that the organization should be clearer in setting rules and boundaries.

Findings show that being autonomous has positive effects like cognitive development and employee learning. This is in accordance with the mechanism contingency drawn from the elaborated model of work design by Parker et al. (2001). All the interviewees agree that being self-managing makes the job more challenging and diverse. A variety of skills are required to perform the team tasks, sometimes too much. This is due to the early mentioned lack of guidelines, protocols, and communication. This management style, and organizational culture has a negative impact on the job characteristics for some teams. However, the results show that the degree to which the job requires doing a whole and identifiable piece of work is high, despite the earlier mentioned dissatisfactions. The customer and the quality of work are the most important aspects. Consequently resulting in a substantial impact on the lives of other people, one of the job characteristics called task

significance. However, this is mainly significant for the customer and not for the organization self which again is a probable result of the 'cold' relation between the employees and the organization. The opinion on the degree of being autonomous differs, with the nurses (who experienced a higher education) thinking that it will never be possible to be completely self-managing in the healthcare sector, while the caretakers in the team perceive themselves as already autonomous to a high degree. Of course, it remains a personal perception, but it can be due to the fact that nurses automatically take the most responsibility in the team, resulting in noticing what they still cannot do. Feedback is perceived as a valuable aspect, which the line manager does occasionally in most cases, from top management there is no feedback unless it is negative. This is related to the lack of communication that the employees miss. These job characteristics have an influence on work outcomes like; productivity, absenteeism/turnover, innovation, creativity, and job satisfaction (Hackman & Oldham, 1980)

5.2 Limitations and Future Research

This research tried to grasp the role of the line manager in the job design of self-managing teams. Due to the limited time frame that was available, the researcher was not able to gather the wished upon sample size. In an optimal situation, all the members of a self-managing team were interviewed whereas now, only one employee per team was possible. Nevertheless conducting the interviews provided the researcher with a detailed understanding of the interviewees' emotions and opinions concerning the operationalization of self-managing teams in the case organization, and helped the researcher to create an overall picture of the benefits and limitations regarding working in a self-managing team, in the healthcare sector. Because interviews were only conducted with one member of a self-managing team, a clear representation of the functioning of the team is missing. Therefore assumptions are drawn on the opinion of one individual part of the team. Furthermore sufficient findings on the opinion of the line managers are missing, as the opinion of management about the role of the line manager, which could have contributed to developing an overall picture.

During the interviews the researcher was able to experience, and to best efforts analyze, the interviewees' facial expressions and behavioral aspects, which could be included in interpretation of the findings. Moreover, because semi-structured interview were used, this gave pathway to new insight and ideas, which developed during the interviews resulting in interesting and open conversations. The researcher could also be a possible source of bias, operating as a single researcher. Objective reality could be biased because the interpretation and perception of the data could be affected by the researcher's perceived goal and assumptions.

This paper contributes to the study of self-managing teams in the healthcare sector and the role of the line manager that is required. As we have touched slightly the complete understanding of the role of the line manager guiding self-managing teams, future research could investigate more in detail the effectual factors that play a part in the role of the line manager. Also future research could investigate different case organizations in the healthcare sector, therefore testing and verifying various propositions and opinions, giving room for comparisons.

6. CONCLUSION

This research answered the question: what is the role of the line manager in designing jobs for self-managing teams, in the healthcare sector?

Derived findings make clear that the line manager can take on the role of a coach, provided that the teams are well facilitated and constructed. The teams are in need of sufficient feedback and guidance to operate as an efficient self-managing team. It is expected that the line manager is always the last resort when running into irregularities, but also expected to take distance when needed. The role of the line manager is mainly facilitative, but has to sometimes be authoritative, meaning that the line manager has to make the final decision when the team is incapable of doing so, dependent on the development and functioning of the team. The line manager should engage in providing feedback, boundaries in which the team can operate, and guidelines for the team to operate in an efficient manner. The implementation of self-managing team enhances the degree of autonomy and variety and makes the job more challenging. Difficulty lies in the fact that the line managers are also doubtful about which role to fulfill. Switching from a traditional manager to a coach, and sometimes back again.

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APPENDIX 1 – INTERVIEW QUESTIONS EMPLOYEES

Introductie

- Voorstellen
- Doelstelling van onderzoek
- Vragen of je mag opnemen

Algemene vragen

- Kunt u wat over uzelf vertellen?
 - o Opleiding, ervaring, werken in de zorg
- Wat is “professioneel organiseren”(SMTs) in uw ogen?
 - o Uit uw oogpunt, uit Livio’s oogpunt?
- Waarom werden er zelfsturende teams geïntroduceerd?
 - o Uw mening? In de officiële communicatie? Reden?, visie/missie?
- Wat is uw ervaring in het werken van zelfsturende teams?
- Hoeervaarde u de introductie van deze zelfsturende teams?
 - o Positief, negatief?
- Wat zijn uw verwachtingen met betrekking tot de rol van de coach?
 - o De verdeling van taken
- Wat is uw eigen rol binnen het team?
 - o En de rol van anderen, wat is uw mening hierover?
 - o Hoe worden de taken verdeeld onder de verschillende team leden?
- Hoe worden de teams gefaciliteerd en geadviseerd?
 - o Hoe werkt de steun vanuit de HR-afdeling of de coach?
 - o Wat zijn de verwachtingen en ervaringen?
 - o Op welke gebieden is er meer steun nodig?
- Wat zou u anders doen/veranderen als u de manager was voor een dag?
- Wat zijn uw verwachtingen met betrekking tot de toekomst?
 - o Wat is er nodig? Wat is er nodig om zelfsturende teams te laten slagen?

Coach

- Hoe beïnvloedt de coach uw manier van werken?
 - o Kunt u wat voorbeelden geven? Is het meer een coachende rol?
- Hoe verloopt de samenwerking met uw coach?
 - o Kunt u wat voorbeelden geven?
- Wat zou u veranderen aan de huidige samenwerking met uw coach?

Job Characteristics

- Op welke manier/in welke mate verschillen cliënten en projecten van elkaar?
- Hoe maakt u gebruik van verschillende vaardigheden tussen de cliënten/projecten?
 - o En hoe ervaart u de variatie hiervan? Teveel of te weinig?
- Hoe ervaart u de uitkomsten/eindproduct van uw werk?
 - o Geeft het voldoening, of een trots gevoel?
- In uw beleving, wat voegt uw baan/team toe aan de algemene doelstellingen van de organisatie?
- Van wie bent u afhankelijk in het werk, en op welke manier?
- Wie bepaalt er hoe u het werk doet en wanneer? En waarom?
- Hoe ervaart u de feedback die u krijgt? Waarom?
- Op welke manier heeft feedback waarde voor u en uw werk?

Afsluiting

- Samenvatting van meest belangrijke aspecten
- Kleine conversatie
- Bedanken voor participatie

APPENDIX 2 – CODING SCHEME INTERVIEWS

Line manager

Perceived situation

- Actually, my opinion is that Livio said two/three years ago: so now your self-managing, deal with it. (EM1)
- And that they did not even explained or write down what the role and the position of the nurse was going to be within the team. (EM1)
- Back in the days, we had a real manager. Someone who was in charged. Now we don't know where go. Of course we can contact the coach manager, but then we still have to solve the problem yourself. (EM1)
- Before our present coach manager, we had one that we never saw. When we called him he was not available or did not show up. It was truly horrible. (EM1)
- I am not sure what Livio exactly wants with the coach manager position, you have to be a coach but you still are a manager, and i don't know if it works when it is not clear what you have to expect from your teams. The teams need more guidance for being able self manage. (EM1)
- The organization wants a coach that operates in the background, the team members have to depend on each other. I believe that the coach manager has no freedom to operate, but ours does a lot more than she is allowed to. (EM2)
- The coach manager does not influence my way of working. For example, if I want to continue my work at home, nobody will tell me that I can't. (EM2)
- We received an email about the fact that we were going to be self-managing with some team tasks. They said: divide the task within the team and now you are a self-managing team. There was not much attention for it, which makes it unclear. (EM2)
- We can always call if we have a problem. But we notice that she is more busy with coaching. She returns a lot of questions, which results in you thinking first before asking. (EM3)
- It took me some time to get use to the concept of coach manager, because there is no office anymore that you can just walk into and ask your question. But I regard this as positive because you are learning to think for yourself and collaboration with your colleagues becomes more important, which strengthen relationships. However, contacts with the organization became more cold, it does not feel like a family anymore. (EM3)
- I did not experience the new role of coach manager as unpleasant. I did not think: now things are turning out bad. The process is working out smoothly. (EM3)
- The coach does not get involved in our day-to-day job, unless we need something. But for example, with recruitment of new employees it is not always pleasant. We are in need of employees and sometimes we think: is someone going to help us? (EM4)
- I don't know the coach manager. Sometimes she attends meetings, but she does not really know us. She does not get involved that much. She puts her trust in us, and that is something I like actually. (EM4)
- I think she did a great job. Actually, we as a team are not often in need of a coach manager. And if we are, she is always there. In the time of chaos during the transition, the coach manager attended every meeting and guided us through the process. She played an excellent role. She also gives us feedback, positive as well as negative which means a lot to our team.(EM4)
- The coach manager played a huge role in the transition, she did a really good job. (EM5)
- The coach gives us all the freedom to operate necessary, but when we need her, she is there. She often tells us that she is proud of the work we achieve and that stimulates us as a team. And if something is wrong, we also get to hear. We do not miss a traditional manager; a coach is fine for our team. But I believe that this is possible because our team is very good. (EM5)

Desired situation

- It is a slow process. I think something have to change like providing a better explanation and support. Especially in the teams, so that you can feel supported whatever your function is. And that the rules and objectives are clear for everyone. (EM1)
- If the coach manager would have freedom to operate, things would be much better right now. (EM1)
- Our current coach manager is more of a manager than a coach and that is precisely what I need. (EM1)
- If I was the coach manager, i would change things drastically. Making the rules clear within the teams and point out the importance of the nurses. And if you don't like it, find another job. (EM1)
- Of course I understand that if you want self-managing teams that it has to happen eventually, but invite your employees to understand our point of view and listen to our ideas. That is not something that management can do. (EM1)
- The team should not have too many leaders, or the coach has to act as a manager. (EM1)

- A moment will come that the teams cannot find a solution themselves, and that is the moment that the coach manager has to take action. Attending a meeting to apply structure and guidance. This organization is still in transition from traditional teams to self-managing teams and for that we need a real manager, someone who guides the process (EM2)
- The coach manager was not there when the transition took place. We were just provided with some information via email, and that's it. She did not support us throughout the process, she always returned the question. (EM2)
- If we cannot work something out as a team, I expect the coach manager to help out. That we can come to her for advice. That I am not to blame when something goes wrong. (EM3)
- We need some more guidelines and help in what to do exactly. I asked my coach the other day, but she did not have the answers. We need clear boundaries and rules in which we can operate, regarding planning, recruitment, personnel and financials. (EM3)

Job Characteristics

Task Identity

- I am really not sure what my role within the team is. I have my own ideas about it, but I cannot accomplish that in this team. (EM1)
- I have a lot of passion for my work, and in some way also for my organisation, but it just doesn't work with my team. (EM1)
- What I miss is to work as a team. That we together work towards a common goal. Having a meeting to start the week. I believe that would improve the team dynamic. (EM1)
- I am certainly satisfied about the work I deliver, however the transition towards self-managing teams makes it a bit more difficult. But I can handle it. (EM2)
- I enjoy my work really much. I have a fun department. I consider myself lucky with my job, especially in combination with my private life. (EM3)
- I really like the job that I am doing, and that gives me satisfaction. But I think we are not capable of receiving more tasks. (EM4)
- Quality is the most important aspects, for the clients as for the team. That's what I think is most satisfying. (EM5)

Task Significance

- A lot of my time goes to visiting people that are sick or have problems, like an alcohol addiction. That is what I enjoy to do and where I get my satisfaction from. (EM1)
- Yes, I believe that I contribute to the objectives of the organisation. I do a lot of work for the organisation and I am sure that the organisation is happy to have me. (EM1)
- I want to work at an organisation where I can exercise influence. (EM1)
- I am certainly satisfied about the work I deliver, however the transition towards self-managing teams makes it a bit more difficult. But I can handle it. (EM2)
- Within the team I feel valued, but by the organisation less. I have the feeling that Livio is too big, which results in us never hearing something. (EM3)
- I am satisfied, if the customer is. (EM4)
- We carry the responsibilities with each other. I think that is the important. I think that we achieved, what we were supposed to achieve. And we still do. (EM5)

Skill Variety

- We received too much tasks from the organization. But they never asked us whether it was possible for us. We are not self-managing yet. I don't need to do everything myself, sometimes I just want to call someone if I have questions. (EM1)
- One of my tasks include administering working hours, other tasks that my colleagues perform are administrating personnel records and recruiting new people. (EM1)
- I am a nurse. One of my tasks is making the schedule. Also recruiting new employees, but that is something I don't do so much anymore. I don't think it is my responsibility and I don't have the time. (EM2)
- Mainly, our job is the same everyday. But the customers makes the difference, how they react in situations. I think I have a very challenging job that part of a broad occupation. What I like less is that there is such an increase in deskwork. A more even combination would be better. (EM2)

- I find working in a self-managing team much fun. You have so much more responsibility. For example I am responsible for making the schedules. (EM4)
- Once in the two years we rotate tasks so everybody can gain experience. (EM4)
- The job is much more challenging. (EM4)
- Two years ago, i felt the need to pick up an extra course, but that feeling is gone since the implementation of self-managing teams. I can do so much different things now. I really gained more pleasure in the job. (EM5)

Autonomy

- Actually I don't answer to anyone when I work, yes of course for my hours and to the customer. (EM1)
- Within this organisation we will never be self managing. We can do a lot ourself but we can never make the final call. For example: if I found a potential employee, I am allowed to invite this person. But when we get to the point about the salary and hours, another department has to do that. (EM2)
- For example, if there is a shortage in staff. Then I call the detachment office on monday to call someone in. After that management calls me back, because it is supposed to be too expensive. And there are a lot of other examples like that, so I am not self-managing. (EM2)
- I think that we are slowly starting to do more things ourselves, it is already more than it was. But intramural you will not cover everything. There are still thinks that management has to decide, like financials. (EM3)
- Concerning the working hours we already have a lot of freedom. If we don't need someone we can just cancel him. And if we need someone we can make the call. I think the organisations gives us freedom. (EM3)
- I don't see myself going into a conversation with healthcare insurances. This team picks up a lot of tasks, but of course it depends on the kind of team. (EM3)
- Regarding the recruitment, we can make our own decisions. We have a groups app where we communicate. There we share opinions about new employees, and the hours are in reflection with the coach manager. But the coach manager is not present during the recruitment. (EM4)
- We work according to certain protocols. Guidelines which you have to follow. For the rest, if there are issues, we have the groups app. That always works out. (EM4)
- I am not dependent of someone, only of my colleagues. But I always have in mind that the nurse in the team is there as backup. I like that because she possesses a lot of knowledge. (EM4)
- I am not dependent of my coach manager, and also not of colleagues. I believe that if you do things together, there are always things that can improve. Nobody decides how I should do my work except the protocols and guidelines. (EM5)

Feedback

- At one moment Livio said: Here you have nurse in your team, now you are self-managing. But I was thinking: what about my job now? For me, as being the only level 5 employee in the team, it is difficult to be the only one with another function. I constantly have to explain what I do. My team does not see my additional value. (EM1)
- I never receive positive or negative feedback from the coach manager or from above. (EM1)
- I am not sure whether management receives signals when something goes wrong, at least I don't hear about it. (EM1)
- I don't have the feeling that management controls what we do. I think they just hope that we do what we are supposed to do. (EM2)
- If you want to be supported, you have to ask for it. For example: if I have a question, I call my coach manager and she gives me the right number. But then it is the question whether I get a response. (EM2)
- I receive feedback from my coach manager and my colleagues, not from above. We are not tested for our qualities. One time I was so sick of it, that I went to someone from higher management. We had a good conversation but she said: you are supposed to be self-managing. For I said: if we were completely self-managing, you wouldn't have a job. I wonder how self-managing I am, because there are many decisions that i cannot make. (EM2)
- I think it would be a good thing if we received more feedback. We never hear if we did a good or bad job. (EM2)
- Sometimes I think there could be some more positive feedback towards us, it is mostly only negative. Sometimes the coach manager let's us know whether we did a good job. Overall, I am satisfied with the feedback, but sometimes I would like some more recognition from the organisation. (EM3)
- We hear from the coach manager that we do a good job. But further from nobody, they don't care if we work ten hours more for the organisation. If we hear something from higher management, it is usually not good. (EM4)
- I like to receive feedback, otherwise I hear after that I did something wrong. (EM4)

- We always invite our coach manager to our team meetings, and if she's there she is always open for feedback. (EM5)
- We tell each other when something is not right, and that's the way it is supposed to be. (EM5)

Team

- We are no good as a team, but on a individual level everybody is very skilled. (EM1)
- The communication within our team is very good. We work hard for that. We strive to be decent with each other. (EM2)
- I think self-managing teams have additional value. I also find it enjoyable. It is dependent per team, but our team is flexible. (EM3)
- We can talk about everything in our team, the other day there was a conflict. We handled that with the colleagues and after it was good again. (EM3)
- We have a very good collaboration within the team. Everybody has it's own tasks. Not one person should take all the responsibility, you have to take it together. (EM4)
- We do not really need a coach. But that is because we have a very good team. If your team is not so good, I think you want to have a coach manager. If they are not a team, they are more in need of a real manager. (EM4)
- We really have great nurses in our team, which take on a lot of tasks, which gives us the freedom to other things. (EM5)